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ABSTRACT

This report is a preliminary review of violence, vandalism, and drug abuse data submitted to the New Jersey Department of Education by its school districts. The purpose of the report is to present an empirical data base on crime and disruption in the schools that was previously unavailable, and to provide information to assist the department in identifying areas of critical need and targeting programs and resources to meet those needs. To assess the quality and quantity of data reported to the department between April 1, 1979 and June 30, 1979, all incident report forms were keypunched and computer analyzed. The incidents are reported here in numerous tables that describe location, time, type of incident, and the age and sex of perpetrators and victims. The tables also report injuries resulting from such incidents, and what actions were taken in response to the incidents. Included in the tables are vandalism costs and an incident index based on enrollment by community type and district socioeconomic status. (Author/ID)

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AN INTERIM REPORT ON THE STATEWIDE ASSESSMENT OF INCIDENTS OF VIOLENCE, VANDALISM AND DRUG ABUSE IN THE PUBLIC SCHOOLS

SEPTEMBER 1, 1979 TO NOVEMBER 30, 1979

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COMMISSIONER OF EDUCATION

PREPARED UNDER THE DIRECTION OF THE

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INTRODUCTION

This report provides a preliminary review of violence, vandalism and drug abuse data submitted to the Department of Education by local districts as required by Chapter 183, NJSA 18A:4-29.1 et seq. The report's purpose is twofold. It is to present an empirical data base on crime and disruption in the schools that was previously unavailable and to provide information to assist the department in identifying areas of critical need and targeting programs and resources to meet those needs.

In January 1979, the New Jersey State Legislature passed and Governor Brendan T. Byrne signed into law bill number A-1564, Chapter 183, Laws of 1978, which required the Commissioner of Education to *"establish standards and promulgate rules and regulations to monitor the incidence of violence in the public schools of New Jersey."*

The law stipulated that a uniform recordkeeping system be established to gather information on offenses against persons, school buildings and property. It also required that any school employee who observes or has direct knowledge of an act of violence must file a report describing that incident with the school principal. Based on the guidelines established to administer the law, copies of this report also must be submitted to the district's central office, the county office and the Department of Education.

The law, which became effective April 1, 1979, and expires on June 30, 1981, requires the commissioner to submit a report outlining the nature and extent of violence and vandalism in the public schools to the education committees of the Senate and General Assembly (see Appendix A).

PROCEDURES

In November 1978, staff of the Bureau of Research and Evaluation began developing a violence and vandalism instrument to gather data necessary to meet the requirements of Chapter 183. The basic goal of this survey instrument was to design a mechanism for comprehensively summarizing an individual incident of violence or vandalism and reporting it quickly and conveniently.

After a careful review process and approval by the department's data collection advisory committees, the Attorney General's Office, the New Jersey School Boards Association, the New Jersey Education Association and the New Jersey Association of School Administrators, the Violence Vandalism and Drug Abuse Incident Report form was adopted and sent to local districts (see Appendix B).

Initially, the department requested that the form (commonly referred to as the "V & V" form") be field-tested on a sample of districts for a three-month trial period to determine the adequacy of the instrument in gathering the necessary information. However, since the law required all districts to report immediately, this precluded the sample field-test option.

In an effort to assess the quality and quantity of data reported to the department between April 1, 1979 and June 30, 1979, all V & V forms were keypunched and computer analyzed. These initial results indicated two serious problems with the reporting system. First, several districts were submitting duplicate reports, and second, a number of districts either failed to submit any reports or reported substantially fewer incidents than may actually have occurred. This was due to misconceptions and misunderstandings about what constituted a reportable incident.

Acting through the offices of the county superintendents, the department responded to the reporting problems through: county roundtables, personal contact

with the districts and commissioner memos to all districts.

As a result of these efforts, the duplicate reporting problem has been eliminated, and the level of incident reporting has increased by approximately 30 percent. There are a few districts continuing to improperly report incidents of violence and vandalism and the department currently is dealing with these problems on a case by case basis.

Design of the Study

This study is designed to report the collected violence, vandalism and drug abuse data in a manner similar to the format used on the V & V forms.

Incidents are reported in tables which describe location, time, type of incident and the age and sex of perpetrators and victims. The tables also report injuries resulting from such incidents, and what actions were taken in response to the incidents. Included in the tables are vandalism costs and an incident index based on enrollment by community type and district socio-economic status (see Appendix C).

Prior to computer analysis, all forms were reviewed by department staff. When necessary, forms with incorrect and missing data were edited to ensure greater accuracy and consistency. Forms that did not report actual incidents, such as a custodian accidentally breaking a window he was replacing, were removed from the study. A computer check for form duplication also was conducted, and identical forms were combined, as necessary, so that only one report per incident was included in the study. Fifteen incident reports or .4 percent of the data were deleted from the study because of errors in the data base.

Definitions of Incidents

The following definitions are based on those contained in the V & V instruction forms. Incidents falling outside the bounds of these definitions were

grouped into the "other" category.

DRUG ABUSE INCIDENTS	Any possession, sale and/or use of alcohol, marijuana or other drugs in violation of state and/or local laws.
VIOLENCE INCIDENTS	Any attempted and/or committed offense in one or more of the following categories: assault with a weapon, assault without a weapon, battery, possession of a weapon, robbery/extortion and sex offense.
VANDALISM INCIDENTS	Any attempted and/or committed offense in one or more of the following categories: arson, bomb offense, breaking and entering, damage to property, firework offense, theft/ larceny and trespassing.
INCIDENT INDEX	The number of incidents reported per 1,000 students.

Limitations of the Study

There are two major limitations in this study. First, this report focuses on only three months of violence, vandlaism and drug abuse data collected between September 1, 1979 and November 30, 1979. It is concerned primarily with the number of incidents reported and not the severity of these incidents. For example, a district may report 10 separate incidents of broken windows amounting to relatively minor damage, while another district may report one arson incident amounting to several thousand dollars in damage.

The second major limitation of this study involved under-reporting of incidents. In some districts, staff members were unfamiliar with or misinterpreted the reporting requirements of Chapter 183.

Due to these limitations, it is inappropriate to compare results between districts at this time. While these limitations cannot be totally eliminated, the problems are being resolved.

STATE SUMMARY

Between September 1, 1979 and November 30, 1979, local districts submitted to the department 3,663 incident reports.

At the state level, violence incidents accounted for about 25 percent of the total incidents reported, vandalism accounted for 65.7 percent of all incidents and drug abuse cases represented almost 10 percent of the reported incidents (see Table I on page 6). In 49 cases, or 1.3 percent of the incidents, a combination of violence, vandalism and drug abuse was reported. These multiple incidents are counted in the break-outs within each category. For example, an incident report was filed where the perpetrator was caught smoking marijuana in the afternoon and had assaulted a student earlier in the day. While these are clearly two separate incidents, only one report was submitted to the department. Later, analyses counted the two incidents separately.

At the county level, the counties with the highest student enrollments--Bergen and Essex--reported having the highest number of incidents (11.2 and 9.9 percent respectively). Conversely, Cape May, Hunterdon, Salem, Sussex and Warren, the counties with the fewest number of students, tended to report the fewest number of incidents. In terms of the incident index, Atlantic, Mercer and Passaic counties reported a relatively higher number of incidents per 1,000 students than the state average rate. On the other hand, Cape May, Hunterdon, Monmouth and Warren counties reported a lower rate of incidents when compared to the state average (see Table II on page 7).

When these data were analyzed by District Factor Grouping (a measure of a district's relative socio-economic status, in comparison to other districts) the incident index indicated a relatively small variation between district factor categories

TABLE I

VIOLENCE, VANDALISM AND DRUG ABUSE INCIDENTS BY COUNTY AND PERCENT OF TOTAL INCIDENTS

COUNTY	VIOLENCE INCIDENTS	PERCENT VIOLENCE	VANDALISM INCIDENTS	PERCENT VANDALISM	DRUG ABUSE INCIDENTS	PERCENT DRUG ABUSE	TOTAL
ATLANTIC	86	47.8	79	43.9	15	8.3	180
BERGEN	38	9.2	358	87.1	15	3.7	411
BURLINGTON	71	34.5	117	56.8	18	8.7	206
CAMDEN	33	15.8	134	64.1	42	20.1	209
CAPE MAY	11	57.9	6	31.6	2	10.5	19
CUMBERLAND	13	17.1	56	73.7	7	9.2	76
ESSEX	128	34.8	207	56.4	32	8.7	367
GLOUCESTER	26	24.3	78	72.9	3	2.8	107
HUDSON	37	17.2	166	77.2	12	5.6	215
HUNTERDON	5	35.7	9	64.3	0	0	14
MERCER	110	48.2	78	34.2	40	17.5	228
MIDDLESEX	42	19.1	162	73.6	16	7.3	220
MONMOUTH	23	14.6	108	68.8	26	16.6	157
MORRIS	60	21.1	192	67.6	32	11.3	284
OCEAN	46	21.9	139	66.2	25	11.9	210
PASSAIC	61	19.7	215	69.6	33	10.7	309
SALEM	12	32.4	22	59.5	3	8.1	37
SOMERSET	22	19.8	82	73.9	7	6.3	111
SUSSEX	7	13.5	33	63.5	12	23.0	52
UNION	80	28.6	182	65.0	18	6.4	280
WARREN	5	25.0	15	75.0	0	0	20
TOTAL	916	24.7	2,438	65.7	358	9.6	3,712

TABLE II

TOTAL INCIDENTS BY COUNTY,
ENROLLMENT AND INCIDENT INDEX

COUNTY	TOTAL INCIDENTS REPORTED	TOTAL ENROLLMENT	INCIDENT * INDEX
ATLANTIC	180	35,070	5.1
BERGEN	411	130,627	3.1
BURLINGTON	206	71,323	2.9
CAMDEN	209	87,755	2.4
CAPE MAY	19	11,913	1.6
CUMBERLAND	76	28,522	2.7
ESSEX	367	145,698	2.5
GLOUCESTER	107	39,122	2.7
HUDSON	215	79,400	2.7
HUNTERDON	14	18,853	0.7
MERCER	228	49,440	4.6
MIDDLESEX	220	102,705	2.1
MONMOUTH	157	95,891	1.6
MORRIS	284	80,568	3.5
OCEAN	210	62,325	3.3
PASSAIC	309	76,209	4.0
SALEM	37	13,110	2.8
SOMERSET	111	38,244	2.9
SUSSEX	52	25,010	2.0
UNION	280	79,861	3.5
WARREN	20	16,613	1.2
TOTAL	3,712	1,288,259	2.9

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

and the state average. While the index for vocational districts was somewhat higher than the state average, the comparatively small student enrollment in county vocational schools would tend to make the data less reliable than for larger population groups. Therefore, data comparisons between the various categories used in this report should be approached with caution (see Table III on page 9).

The data reported by community type showed a small level of variation between categories. Urban centers, vocational and regional districts had the highest incidence index while the rural district categories tended to have a lower incident rate. Again, the small numbers in some categories may preclude the development of reasonable comparisons and conclusions (see Table IV on page 10).

An analysis of total incidents by location, inside and outside of the school building, indicated that more than 60 percent of all incidents occurred in generally three areas. Approximately 25 percent of all reported incidents occurred outside school, but on school grounds, 20.5 percent occurred in classrooms and 16 percent occurred in school corridors. The remaining incidents that occurred inside school facilities were equally distributed among various locations. The number of incidents occurring off school grounds was relatively few. These frequently occurred on the school bus, walking or driving to school or at a school related activity (see Table V on page 11).

Data reported by time of occurrence indicated that more than 40 percent of all incidents took place during the school day. Only three percent of the incidents reported occurred before the school day began. Approximately 20 percent of all incidents occurred on weekends or vacations, 20.4 percent were reported taking place after school, and the time an incident occurred was either unknown or not reported in 13.6 percent of the cases (see Table VI on page 12).

Data on the age and sex of perpetrators and victims involved in all incidents are reported in Table VII on page 13. A great majority of the incidents

TABLE III

TOTAL INCIDENTS REPORTED BY DISTRICT FACTOR GROUPING

DISTRICT FACTOR GROUPING	INCIDENTS REPORTED	INDEX *
A	917	3.2
B	258	2.8
C	345	3.5
D	336	2.9
E	237	2.6
F	230	3.0
G	335	2.4
H	371	2.7
I	324	3.0
J	196	2.0
V	102	4.5
Z	56	3.1
Not Reported by District Factor Grouping	5	0
TOTAL	3,712	2.9

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE IV

TOTAL INCIDENTS BY
COMMUNITY TYPE

COMMUNITY TYPE	INCIDENTS REPORTED	INDEX *
URBAN CENTER	1,193	3.6
URBAN-SUBURBAN	728	2.7
SUBURBAN	642	2.7
SUBURBAN-RURAL	370	2.1
RURAL	116	1.6
RURAL CENTER	50	2.0
RURAL CENTER-RURAL	31	1.7
VOCATIONAL	102	4.5
REGIONAL	475	3.6
NOT REPORTED BY COMMUNITY TYPE	5	0
TOTAL	3,712	2.9

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE V

TOTAL INCIDENTS REPORTED BY LOCATION

LOCATION	INCIDENTS REPORTED	PERCENT
Cafeteria	141	3.8
Classroom	762	20.5
Corridor	594	16.0
Gymnasium	185	5.0
Lavatory	154	4.1
Stairwell	78	2.1
Other Location Inside School	392	10.6
Multiple Locations Inside School	255	6.9
On School Bus	63	1.7
On Public Conveyance	7	.2
On Way To/From School (Car or Walking)	61	1.6
On School Grounds	936	25.2
At School Related Activity	48	1.3
Multiple Locations Outside School	24	.6
Unknown or Not Reported	12	.3
TOTAL	3,712	100.0

TABLE VI

TOTAL INCIDENTS REPORTED BY TIME OF OCCURRENCE

TIME	INCIDENTS	PERCENT
After School	756	20.4
Before School	111	3.0
During School	1,592	42.9
Weekend or Vacation	747	20.1
Unknown or Not Reported	506	13.6
TOTAL	3,712	100.0

TABLE VII

TOTAL INCIDENTS REPORTED BY AGE AND SEX OF PERPETRATOR

SEX	AGE					
	5-8	9-12	13-15	16-19	20+	TOTAL
MALE	25	116	663	870	23	1,697
FEMALE	2	30	219	185	8	444
TOTAL	27	146	882	1,055	31	2,141

TOTAL INCIDENTS REPORTED BY AGE AND SEX OF VICTIM

SEX	AGE					
	5-8	9-12	13-15	16-19	20+	TOTAL
MALE	4	34	241	244	236	759
FEMALE	10	14	128	145	242	539
TOTAL	14	48	369	389	478	1,298

were performed by males between 13 and 19 years of age. An analysis of the data by the positions, i.e., staff, student and other, of identified perpetrators indicated that two incidents or .09 percent were committed by staff members, 104 or 4.9 percent, were committed by outsiders, 25 or 1.2 percent, were committed by a combination of students and outsiders, and the remaining identified perpetrators, or 93.9 percent, were students. The data on victims by position indicated that 446 staff members or 34.4 percent, 803 students or 61.9 percent, 19 others or 1.5 percent and 30 combinations of staff, students and others, or 2.3 percent, were victims or reported incidents (see Table VII on page 13).

Data on actions taken in response to reported incidents indicated that in 1,444 cases, complaints were filed with the local police department by either the victim, the school district or both. The most frequent disciplinary action taken by a school was suspension, as reported in 853 cases. In 22 incident reports, student expulsion was recommended and in 304 instances, a combination of multiple school disciplinary actions were taken. No school action was taken in 2,191 incidents as either the perpetrator was not identified or apprehended (see Table VIII on page 15).

TABLE VIII

TOTAL ACTIONS TAKEN IN RESPONSE TO REPORTED INCIDENTS

ACTION	FREQUENCY OF RESPONSE
COMPLAINT FILED WITH POLICE	
-Filed by Victim	242
-Filed by School	1,109
-Multiple	93
SCHOOL OR DISTRICT LEVEL ACTION	
-Expulsion Recommended	22
-Suspension	853
-Other Discipline	137
-Other Action	178
-Multiple	304
NO ACTION TAKEN	
-Perpetrator Not Identified	2,090
-Suspect Not Apprehended	101

SUMMARY OF REPORTED VIOLENCE INCIDENTS

During the study period, there were 916 or .71 incidents per thousand students reported to the department involving an act or a combination of acts of violence. For example, an incident reporting an assault with a weapon also involved possession of a weapon in most cases. Therefore, an incident report that had more than one violence category checked was combined into one multiple act of violence.

The most frequently reported violence incidents were 401 cases of assault without a weapon and 399 cases of battery. There were also 100 assaults with a weapon, 103 weapons possessions reported, 71 incidents of robbery/extortion and seven sex offenses (see Table IX on page 17).

Data on violence incidents by District Factor Grouping indicated that districts with the lowest relative socio-economic status and vocational districts reported the highest incidence of violence. Conversely, districts with the highest relative socio-economic status tended to report the lowest incidence of violence (see Table X on page 18).

The incidence of violence reported by community type was highest in urban center and vocational districts. All other community types reported a violence incidence rate lower than the state average of .71 incidents per 1,000 students (see Table XI on page 19).

Data on violence incidents by location were very similar to the data on total incidents by location, as more than 60 percent of all reported violence occurred in classrooms, corridors and outside but on school grounds. The remaining data on violence incidents by location were relatively evenly distributed between the remaining location categories (see Table XII on page 20).

Nearly 75 percent of all violence incidents occurred during the school day. Comparatively few violence incidents happened before school and on weekends or vacations. In 10 percent of the violence incidents, the time was either unknown or not reported and

TABLE IX

TOTAL VIOLENCE INCIDENTS
REPORTED BY TYPE AND FREQUENCY

INCIDENTS	NUMBER REPORTED
Assault with a Weapon	
-Attempted	38
-Committed	62
Assault without a Weapon	
-Attempted	83
-Committed	318
Battery	
-Fight	374
-Group Conflict	25
Possession of a Weapon	
-Chain	1
-Gun	10
-Knife	52
-Other	36
-Multiple	4
Robbery/Extortion	
-Attempted	12
-Committed	59
Sex Offense	
-Attempted	3
-Committed	4
TOTAL	1,081

TABLE X

VIOLENCE INCIDENTS REPORTED BY DISTRICT FACTOR GROUPING

DISTRICT FACTOR GROUPING	INCIDENTS REPORTED	INDEX*
A	349	1.21
B	78	.85
C	87	.88
D	62	.53
E	58	.64
F	27	.35
G	81	.58
H	59	.44
I	39	.36
J	33	.34
V	25	1.11
Z	18	.99
Not Reported by District Factor Grouping	0	0
TOTAL	916	.71

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE XI

VIOLENCE INCIDENTS REPORTED BY COMMUNITY TYPE

COMMUNITY TYPE	INCIDENTS REPORTED	INDEX*
URBAN CENTER	445	1.34
URBAN-SUBURBAN	153	.58
SUBURBAN	87	.36
SUBURBAN-RURAL	68	.38
RURAL	25	.34
RURAL CENTER	16	.65
RURAL CENTER-RURAL	7	.28
VOCATIONAL	25	1.11
REGIONAL	90	.69
NOT REPORTED BY COMMUNITY TYPE	0	0
TOTAL	916	.71

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE XII

TOTAL VIOLENCE INCIDENTS REPORTED BY LOCATION

LOCATION	INCIDENTS REPORTED	PERCENT
Cafeteria	68	7.4
Classroom	186	20.3
Corridor	247	27.0
Gymnasium	36	3.9
Lavatory	14	1.5
Stairwell	21	2.3
Other Location Inside School	59	6.4
Multiple Locations Inside School	18	2.0
On School Bus	23	2.5
On Public Conveyance	3	.3
On Way To/From School (Car or Walking)	38	4.1
On School Grounds	177	19.3
At School Related Activity	15	1.6
Multiple Locations Outside School	11	1.2
Unknown or Not Reported	0	0
TOTAL	916	100.0

in 10.8 percent of the cases, the violence incident occurred after school (see Table XIII on page 22).

Data on violence incidents by age and sex of perpetrator indicates that the highest concentration of perpetrators were male students in the 13 to 15 and the 16 to 19 year-old categories. These age categories also had the highest number of female perpetrators. The same age categories for male and female victims, along with the over 20-year old category, were most frequently reported as victims of violence incidents (see Table XIV on page 23).

Reported assaults on staff members are reported in Table XV on page In the assault with a weapon category, there were 11 attempted and 20 committed assaults on staff members. In the assault without a weapon category, there were 61 attempted and 125 committed assaults on staff members (see Table XV on page 24).

In terms of injuries to perpetrators and victims as a result of violence incidents, an injury severity scale was developed. The minor injury category included reported bumps, lumps, bruises, etc., that were treated by the school nurse or required no medical or dental treatment. Major injuries included broken bones, sutures, dental repair, etc., and required treatment by a medical doctor or hospital. Injuries reported in the category of "injury unknown" were cases in which the injury description was not complete or did not fall readily into either of the other categories.

Among male perpetrators, there were 55 minor injuries or 65.5 percent of total injuries, two major injuries or 2.4 percent, and three cases or 3.6 percent in which the extent of the injury could not be determined. The data on female perpetrators reported 21 minor injuries or 25 percent of total injuries, no major injuries and three instances or 3.6 percent where the extent of injury was unknown.

Data on injuries to male victims indicates that there were 198 minor injuries, or 56.7 percent, 25 major injuries or 7.2 percent, and in 23 cases, the injury severity was unknown. Information on injuries to female victims showed that there were 85 minor injuries, seven major injuries, and 11 cases where the extent of the injury was unknown (see Table XVI on page 25).

TABLE XIII

TOTAL VIOLENCE INCIDENTS
REPORTED BY TIME OF OCCURRENCE

TIME	INCIDENTS	PERCENT
After School	99	10.8
Before School	33	3.6
During School	673	73.5
Weekend or Vacation	19	2.1
Unknown or Not Reported	92	10.0
TOTAL	916	100.0

TABLE XIV

VIOLENCE INCIDENTS BY AGE AND SEX OF PERPETRATOR

SEX	AGE					
	5 - 8	9 - 12	13 - 15	16 - 19	20 +	TOTAL
MALE	17	59	378	435	11	900
FEMALE	2	16	128	99	6	251
TOTAL	19	75	506	534	17	1,151

VIOLENCE INCIDENTS BY AGE AND SEX OF VICTIM

SEX	AGE					
	5 - 8	9 - 12	13 - 15	16 - 19	20 +	TOTAL
MALE	3	28	182	159	142	514
FEMALE	3	12	83	68	129	295
TOTAL	6	40	265	227	271	809

TABLE XV

TOTAL REPORTED ASSAULTS ON STAFF MEMBERS

INCIDENT	FREQUENCY
ASSAULT WITH A WEAPON	
-Attempted	11
-Committed	20
ASSAULT WITHOUT A WEAPON	
-Attempted	61
-Committed	125
TOTAL	217

TABLE XVI

INJURIES REPORTED BY SEVERITY AND AGE
AND SEX OF PERPETRATOR*

SEVERITY	AGE AND SEX											
	5 - 8		9 - 12		13 - 15		16 - 19		20 +		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
MINOR INJURY	0	0	3	2	23	11	29	8	0	0	55	21
MAJOR INJURY	0	0	0	0	1	0	1	0	0	0	2	0
Extent of Injury Unknown	0	0	0	0	0	3	3	0	0	0	3	3
TOTAL	0	0	3	2	24	14	33	8	0	0	60	24

*Data not presented in this table include six cases of blood found at the scene of breaking and entering incidents.

INJURIES REPORTED BY SEVERITY AND AGE
AND SEX OF VICTIM*

SEVERITY	AGE AND SEX											
	5 - 8		9 - 12		13 - 15		16 - 19		20 +		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
MINOR INJURY	3	1	14	5	73	18	60	16	48	45	198	85
MAJOR INJURY	0	0	1	0	11	1	9	4	4	2	25	7
Extent of Injury Unknown	1	1	4	1	11	1	4	2	3	6	23	11
TOTAL	4	2	19	6	95	20	73	22	55	53	246	103

*Data not presented in this table include: Three cases of injury where the victim was not identified; 24 cases of injury reported as emotional stress; and drug-related injuries.

The data on actions taken by police in response to violence incidents indicated that 95 complaints were filed by the victim, 176 complaints were filed by the school district, and in 41 cases, complaints were filed by both the victim and the school district.

At the school level, violence incidents resulted in 490 suspensions, 14 recommended expulsions, 154 multiple disciplinary actions and 117 other disciplinary procedures or actions. In 97 cases, no action was taken because the perpetrator was unknown or the suspect was not apprehended (see Table XVII on page 27).

The data contained in Table XVIII on page 28 lists all weapons in the "other" category.

TABLE XVII

ACTIONS TAKEN IN RESPONSE TO INCIDENTS OF VIOLENCE

ACTION	FREQUENCY OF RESPONSE
COMPLAINT FILED WITH POLICE	
-Filed by Victim	95
-Filed by School	176
-Multiple	41
SCHOOL OR DISTRICT LEVEL ACTION	
-Expulsion Recommended	14
-Suspension	490
-Other Discipline	76
-Other Action	41
-Multiple	154
NO ACTION TAKEN	
-Perpetrator Not Identified	82
-Suspect Not Apprehended	15

TABLE XVIII

LISTING OF "OTHER" WEAPONS USED
IN ASSAULTS OR WEAPONS POSSESSION

OTHER WEAPONS	FREQUENCY
Air Rifle	1
Bat/Stick	12
Bolt	1
Bottle	2
Bullets	1
Chair	4
Electric Drill	1
Hammer	2
Ice Pick	1
Imitation Handgun	2
Letter Opener	1
Mace	1
Meat Cleaver	1
Mirror	1
Multiple Weapons	5
Nail File	1
Nunchakus	1
Pen Knife	1
Pipe	3
Pliers	1
Razor	4
Rock	3
Shotgun	1
TOTAL	52

SUMMARY OF REPORTED VANDALISM INCIDENTS

Data submitted to the department during the study period reported 2,438 separate incidents of vandalism. The following figures report vandalism incidents by damage and cost categories. However, some vandalism incidents do not report costs and therefore are not included in the cost table below.

VANDALISM BY TYPE OF DAMAGE

	Number of Incidents
GLASS BREAKAGE	748
DEFACING PROPERTY	141
DESTRUCTION OF PROPERTY	432
MULTIPLE DAMAGE	373
OTHER	182
TOTAL	1,876

VANDALISM BY COST CATEGORY OF INCIDENT

	Number of Incidents
UNDER $50	740
$50-100	446
$100-500	600
$500-1000	111
OVER $1000	120
COST NOT REPORTED	421

The most frequently reported types of vandalism were damage to school property and theft. In several cases, one incident report contained more than one act

on vandalism. For example, a report on damage to school property may also have involved breaking and entering, trespassing and theft. When more than one category was checked, the data was collapsed into one category of multiple vandalism. This accounts for the discrepancy between total separate reports of vandalism and total incidents of vandalism (see Table XIX on page 31).

Vandalism data reported by District Factor Grouping and community type showed relatively little variation between categories in terms of the incident index. The state average for vandalism was 1.9 incidents per 1,000 students. The index range by socio-economic group (DFG) was 1.4 to 2.4, and the index range by community type was 1.1 to 2.4 (see Table XX and XXI on pages 32 and 33).

The data on vandalism reported by location was more evenly distributed among location categories than the violence and drug abuse incidents. Classrooms and school grounds accounted for almost half of all responses regarding the location of vandalism incidents (see Table XXII on page 34).

In the category of vandalism incidents by time of occurrence, nearly 30 percent of all vandalism happened during weekends or vacations. Vandalism incidents occurring after school represented 26 percent of the reported incidents and 27.9 percent of the incidents occurred during the school day. About 15 percent of all vandalism incidents by time of occurrence were either not reported or were unknown (see Table XXIII on page 35).

An analysis of vandalism incidents by age and sex of perpetrators indicated that most incidents were committed by males in the 13-15 and 16-19 year old categories. Differences in the total number of male and female victims of vandalism were relatively minor and generally were victims of thefts or damage to personal property (see Table XXIV on page 36).

The data on vandalism incidents by actions taken indicated that, in more than half of all vandalism incidents, no police complaints were filed. At the school

TABLE XIX

TOTAL VANDALISM INCIDENTS REPORTED BY TYPE AND FREQUENCY

INCIDENTS	NUMBER REPORTED
Arson	
-Attempted	20
-Committed	77
-False Alarm	33
Bomb Offense	
-Attempted	0
-Committed	4
-Bomb Scare	37
Breaking and Entering	
-Attempted	52
-Committed	338
Damage to Property	
-Motor Vehicle	110
-Personal	28
-School	1,494
-Multiple	63
Firework Offense	
-Attempted	1
-Committed	13
-Possession	4
-Multiple	2
Theft/Larceny	
-Attempted	39
-Committed	690
Trespassing	
-Onto School Grounds	207
-Into School Facility	263
TOTAL	3,465

TABLE XX

VANDALISM INCIDENTS REPORTED BY DISTRICT FACTOR GROUPING

DISTRICT FACTOR GROUPING	INCIDENTS REPORTED	INDEX*
A	492	1.7
B	161	1.7
C	227	2.3
D	227	1.9
E	152	1.7
F	183	2.4
G	223	1.6
H	296	2.2
I	247	2.3
J	140	1.4
V	54	2.4
Z	27	1.5
Not Reported by District Factor Grouping	5	0
TOTAL	2,438	1.9

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE XXI

VANDALISM INCIDENTS REPORTED BY COMMUNITY TYPE

COMMUNITY TYPE	INCIDENTS REPORTED	INDEX*
URBAN CENTER	650	2.0
URBAN-SUBURBAN	516	1.9
SUBURBAN	515	2.1
SUBURBAN-RURAL	246	1.4
RURAL	82	1.1
RURAL CENTER	29	1.2
RURAL CENTER-RURAL	22	1.2
VOCATIONAL	54	2.4
REGIONAL	319	2.4
NOT REPORTED BY COMMUNITY TYPE	5	0
TOTAL	2,438	1.9

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE XXII

TOTAL VANDALISM INCIDENTS REPORTED BY LOCATION

LOCATION	INCIDENTS REPORTED	PERCENT
Cafeteria	65	2.7
Classroom	534	21.9
Corridor	303	12.4
Gymnasium	131	5.4
Lavatory	110	4.5
Stairwell	49	2.0
Other Location Inside School	302	12.4
Multiple Locations Inside School	233	9.6
On School Bus	35	1.4
On Public Conveyance	4	.2
On Way To/From School (Car or Walking)	11	.5
On School Grounds	620	25.4
At School Related Activity	21	.9
Multiple Locations Outside School	8	.3
Unknown or Not Reported	12	.5
TOTAL	2,438	100.0

TABLE XXIII

TOTAL VANDALISM INCIDENTS
REPORTED BY TIME OF OCCURRENCE

TIME	INCIDENTS	PERCENT
After School	633	26.0
Before School	43	1.8
During School	681	27.9
Weekend or Vacation	718	29.4
Unknown or Not Reported	363	14.9
TOTAL	2,438	100.0

TABLE XXIV

VANDALISM INCIDENTS REPORTED BY
AGE AND SEX OF PERPET RATOR

SEX	AGE					
	5-8	9-12	13-15	16-19	20+	TOTAL
MALE	8	47	186	213	12	466
FEMALE	0	11	30	17	2	60
TOTAL	8	58	216	230	14	526

VANDALISM INCIDENTS REPORTED BY
AGE AND SEX OF VICTIM

SEX	AGE					
	5-8	9-12	13-15	16-19	20+	TOTAL
MALE	1	6	59	85	94	245
FEMALE	7	2	45	77	113	244
TOTAL	8	8	104	162	207	489

district level, the most frequent actions reported were student suspensions and other actions that usually entailed restitution for damages. On 1,997 vandalism incident reports or 81.9 percent, the perpetrator was not identified, and in 86 cases, or 3.5 percent, the suspect was not apprehended (see Table XXV on page 38).

TABLE XXV

ACTIONS TAKEN IN RESPONSE TO INCIDENTS OF VANDALISM

ACTION	FREQUENCY OF RESPONSE
COMPLAINT FILED WITH POLICE	
-Filed by Victim	147
-Filed by School	933
-Multiple	52
SCHOOL OR DISTRICT LEVEL ACTION	
-Expulsion Recommended	4
-Suspension	114
-Other Discipline	53
-Other Action	126
-Multiple	76
NO ACTION TAKEN	
-Perpetrator Not Identified	1,997
-Suspect Not Apprehended	86

SUMMARY OF REPORTED DRUG ABUSE INCIDENTS

There was a total of 358 drug and alcohol abuse incidents or .27 incidents per 1000 students reported to the department during the study period. In several reports, more than one drug abuse incident was reported and these incidents have been combined to avoid duplicated reports. For example, drug sale incidents always included drug possession. However, these combinations were collapsed into a multiple drug offense category (see Table XXVI on page 40).

When the data on drug abuse was analyzed by District Factor Grouping and community type, overall there was relatively little variation between categories. However, vocational districts reported a substantially higher incidence of drug abuse than other district categories. It should be noted that the comparatively lower enrollments in the vocational category and the relatively low incidence of drug abuse reported in other district categories, tend to make these data less reliable (see Tables XXVII and XXVIII on pages 41 and 42).

Nearly 40 percent of all drug abuse incidents occurred outside of school but on school grounds. Classrooms and corridors accounted for 11.7 percent and 12.3 percent of the locations, respectively. The remaining incidents were divided among the other categories (see Table XXIX on page 43).

An analysis of drug abuse incidents by time of occurrence indicated that almost two-thirds of all incidents occurred during the school day. In 14.2 percent of the reported incidents, the time of occurrence was either unknown or not reported. Almost 10 percent of the drug incidents occurred before school and 6.7 percent occurred after school (see Table XXX on page 44).

Of the 462 persons involved in drug abuse incidents, 455 were students and seven were outsiders. No staff members were reported to be involved in drug-related incidents. (see Table XXXI on page 45). The most frequently reported drug injury was six drug overdoses (see Table XXXII on page 46).

TABLE XXVI

TOTAL DRUG AND ALCOHOL ABUSE INCIDENTS
REPORTED BY TYPE AND FREQUENCY

INCIDENTS	NUMBER REPORTED
Drug Possession	
-Alcohol	32
-Marijuana	156
-Other	21
-Multiple	7
Drug Sale	
-Alcohol	2
-Marijuana	32
-Other	9
-Multiple	0
Drug Use	
-Alcohol	73
-Marijuana	83
-Other	17
-Multiple	3
TOTAL	435

TABLE XXVII

DRUG INCIDENTS REPORTED BY
DISTRICT FACTOR GROUPING

DISTRICT FACTOR GROUPING	INCIDENTS REPORTED	INDEX*
A	76	.26
B	19	.21
C	31	.31
D	47	.39
E	27	.30
F	20	.26
G	31	.22
H	16	.12
I	38	.35
J	23	.24
V	23	1.02
Z	7	.38
Not Reported by District Factor Grouping	0	0
TOTAL	358	.28

* THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE XXVIII

DRUG INCIDENTS REPORTED BY COMMUNITY TYPE

COMMUNITY TYPE	INCIDENTS REPORTED	INDEX*
URBAN CENTER	98	.29
URBAN-SUBURBAN	59	.22
SUBURBAN	40	.26
SUBURBAN-RURAL	56	.31
RURAL	9	.12
RURAL CENTER	5	.20
RURAL CENTER-RURAL	2	.11
VOCATIONAL	23	1.02
REGIONAL	66	.51
NOT REPORTED BY COMMUNITY TYPE	0	0
TOTAL	358	.28

*THE NUMBER OF INCIDENTS PER 1,000 STUDENTS.

TABLE XXIX

TOTAL DRUG ABUSE INCIDENTS REPORTED BY LOCATION

LOCATION	INCIDENTS REPORTED	PERCENT
Cafeteria	8	2.2
Classroom	42	11.7
Corridor	44	12.3
Gymnasium	18	5.0
Lavatory	30	8.4
Stairwell	8	2.2
Other Location Inside School	31	8.7
Multiple Locations Inside School	4	1.1
On School Bus	5	1.4
On Public Conveyance	0	0
On Way To/From School (Car or Walking)	12	3.4
On School Grounds	139	38.8
At School Related Activi-	12	3.4
Mul[illegible]ocations [illegible]ol	5	1.4
[illegible]d	0	0
[illegible]	358	100.0

TABLE XXX

TOTAL DRUG ABUSE INCIDENTS
REPORTED BY TIME OF OCCURRENCE

TIME	INCIDENTS	PERCENT
After School	24	6.7
Before School	35	9.8
During School	238	66.5
Weekend or Vacation	10	2.8
Unknown or Not Reported	51	14.2
TOTAL	358	100.0

TABLE XXXI

DRUG INCIDENTS BY AGE AND SEX
OF PERPETRATOR

SEX	AGE					
	5-8	9-12	13-15	16-19	20+	TOTAL
MALE	0	10	99	222	0	331
FEMALE	0	3	61	67	0	131
TOTAL	0	13	160	289	0	462

TABLE XXXII

DRUG-RELATED INJURIES BY DRUG-TYPE AND FREQUENCY

INJURY	DRUG INVOLVED	FREQUENCY
Overdose	Angel Dust	1
Overdose	Freon Gas	1
Overdose	Serax	1
Overdose	Multiple Pills	1
Overdose	Not Specified	2
Disoriented Behavior	Barbituates	1
Drunkenness	Alcohol	1
Nausea	Alcohol	1
Semi-Consciousness	Alcohol	1
TOTAL		10

The data on actions taken in response to drug abuse incidents indicated that 191 complaints were filed with the police by the school district. There were 249 student suspensions and four recommended expulsions at the school level in response to drug abuse incidents. In 11 cases, the perpetrator was seen using drugs or alcohol but could not be identified (see Table XXXIII on page 48).

Table XXXIV on page 49 lists the types of drugs reported in the other category.

TABLE XXXIII

ACTIONS TAKEN IN RESPONSE TO
INCIDENTS OF DRUG ABUSE

ACTION	FREQUENCY OF RESPONSE
COMPLAINT FILED WITH POLICE	
-Filed by Victim	0
-Filed by School	191
-Multiple	0
SCHOOL OR DISTRICT LEVEL ACTION	
-Expulsion Recommended	4
-Suspension	249
-Other Discipline	8
-Other Action	11
-Multiple	74
NO ACTION TAKEN	
-Perpetrator Not Identified	11
-Suspect Not Apprehended	0

TABLE XXXIV

TYPE OF DRUG INVOLVED IN DRUG INCIDENTS REPORTED AS OTHER

DRUG TYPE	NUMBER OF INCIDENTS REPORTED
Amphetamines	7
Angel Dust (PCP)	3
Barbituates	11
CDS/Drug Not Specified	3
Drug Paraphenalia	5
Freon Gas	1
Hashish	3
Heroin	1
LSD	1
THC	1
Multiple Other Drugs	3
TOTAL	39

SUMMARY OF OTHER INCIDENTS

During the study period, 17 incidents were reported that did not lend themselves readily to the definition for violence, vandalism and drug abuse. These incidents were placed in an "other" category and are reported on Table XXXV below.

TABLE XXXV

INCIDENTS REPORTED AS OTHER

INCIDENT	FREQUENCY
Malicious Mischief	8
Gambling	1
Insubordination	1
Resisting Arrest	1
Theft and Forgery of Checks	1
Bus Shot with Rifle	1
Possession of Pipe Bomb	1
Student Assaulted With Ammonia	1
Student's Hair Lit on Fire	1
Student Sprayed With Fire Extinguisher	1
TOTAL	17

CONCLUSIONS

The data presented in this interim report indicate that violence, vandalism and drug abuse in the public schools pose serious concerns about the safety and well-being of students and staff alike. The costs created by these problems are unnecessary in terms of New Jersey's human and financial resources. Expenses incurred by the state and local districts for prevention and repair programs aimed at ameliorating these problems siphon off taxpayers' money earmarked for educational purposes.

A key to reducing violence, vandalism and drug abuse problems requires a thorough investigation and analysis of the extent, types and locations of crime and disruption in the schools. The purpose of this assessment is to provide a comparative base to gauge the impact of programs and strategies now being implemented to meet these identified needs. Prior to the implementation of this data collection, there was no systematic method for gathering information about violence, vandalism and drug abuse in the schools. Therefore, it cannot currently be determined whether these problems are increasing, decreasing or stable.

In June 1981, the commissioner of education will make a second report on the results of the violence, vandalism and drug abuse monitoring system. This final report will contain two years of data on these problems and should provide the first comprehensive empirical review of violence, vandalism and drug abuse in the New Jersey public schools.

The department has already begun the implementation of the recommendations contained in the *"Plan for Reduction of Violence, Vandalism and Disruption in New Jersey Schools, 1979-80"* that was adopted by the State Board of Education in September, 1979. On the basis of these recommendations, the department is working cooperatively with other state and local agencies, local districts and the legislature to reduce disruption in the schools.

APPENDIX A

CHAPTER 183, LAWS OF 1978

(Assembly Bill No. 1564, 1978, approved January 3, 1979)

AN ACT concerning education requiring the commissioner to monitor the incidence of violence in the public schools and supplementing Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. The Commissioner of Education shall establish standards and promulgate rules and regulations to monitor the incidence of violence in the public schools of New Jersey and shall establish a uniform recordkeeping system for the purpose of gathering information pertaining to offenses against persons, a destruction of school buildings or property.

2. Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the county office of education.

The principal shall notify the county office of education of the action taken regarding the incident.

3. This act shall take effect immediately and shall remain in effect until June 30, 1981, at which time the commissioner shall submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

APPENDIX B

NEW JERSEY STATE DEPARTMENT OF EDUCATION
VIOLENCE, VANDALISM AND DRUG ABUSE
INCIDENT REPORTING FORM

Purpose: The data collected on this form is currently required by law and will provide school districts, County Superintendents, the State Department of Education and the State Legislature with information on the types and locations of incidents of violence, vandalism and drug abuse occurring within or related to school property, personnel and students. In addition to providing a uniform reporting procedure for such occurrences, this form will serve as a formal record of school-related acts of violence, vandalism and drug abuse which will allow the state to target programs and resources to identified areas of need.

Instructions: Immediately following an incident, the person observing or having the most direct knowledge of the incident should complete this form.

If the person is a school employee, he/she should retain one copy of the completed form and forward the remaining copies to the school principal. The school principal should review and sign the report, retain one copy and forward the remaining copies to the district superintendent or chief school administrator. If an incident occurred on district owned or leased property other than a school, (e.g., within the purview of the district's central office, etc.) the district employee witnessing or having the most direct knowledge of the incident should complete this form, retain one copy for his/her files and forward the remaining copies to the district superintendent or chief school administrator, who should in turn, forward all remaining copies to the County Superintendent of Schools.

If the incident occurred on school grounds but was not physically observed by a school district employee (e.g., by a student, visitor, community member), the school principal should complete this form and retain a copy for school files and forward the remaining copies to the district superintendent or chief school administrator. The district superintendent or chief school administrator should sign the copy in the appropriate space, retain one file copy, and forward the remaining forms to the County Superintendent of Schools.

All remaining forms must reach the County Superintendent of Schools within ten working days of the incident.

Determination of whether an incident should be reported (i.e., a fight during recess between two third-graders) is left to the discretion of the observer or school principal. Obviously, minor scuffles should not be reported, especially at the elementary school level unless injuries were caused by an act of real physical violence, i.e., an incident in which there was a malicious intent to injure an individual. Accidents should always be distinguished from incidents and in the course of playground activities where minor physical injuries are common such as the loss of baby teeth and bloody noses, a report should not be filled out. If there is doubt as to whether an incident was minor, a report should be completed.

NOTE: If one incident involves a combination of violence, property damage and/or drug offenses, only one form should be filled out with all appropriate items recorded.

For further information and/or clarification, please contact the Bureau of Research and Evaluation, New Jersey Department of Education, 609/984-3964.

This form goes into effect on April 1, 1979 and expires January 31, 1981.

NOTE: If there is doubt as to definitions of terms, please consult the definitions on the opposite side of this page.

DEFINITIONS

ARSON - Setting fire to someone's personal property or a building.

ASSAULT - Any placing of another in fear by threat of physical violence or physical violence itself.

ASSAULT WITH A WEAPON - An attempt to physically attack or hurt an individual by employing a weapon, i.e., gun, knife, etc.

ATTEMPTED - An effort or endeavor to accomplish a crime amounting to more than a mere preparation or planning for it.

BATTERY - An unlawful beating or other wrongful physical violence or constraint inflicted on a person(s) without his/her consent.

BOMB OFFENSE - Use of an explosive device, generally, electrically fused or self-fusing. Most commonly, greater in size than a "firework" (see definition), and usually encased in wax substance, fabric or metal cannister or container. Also a combination of two or more fireworks detonated simultaneously and equaling or exceeding the explosive power of one-eighth of a stick of dynamite, i.e., two M-80's, four Cherry Bombs, etc.

BREAKING AND ENTERING - Deliberately removing an obstacle to an entrance followed by entry to a structure owned by another.

COMMITTED - To perpetrate as a crime; to perform as an act.

DRUG AND ALCOHOL OFFENSES - Using or having on the person any of the prohibited drug substances. This includes violations of State and local laws regarding the possession, sale, and use of narcotics and alcohol.

FIREWORKS - A self-fusing explosive device, no greater in size than two inches and commercially sold as a "firework."

PERPETRATOR - Any person(s) involved in the delibrate commission and/or actual carrying out of a crime; such as: Planning and/or committing an act of violence or vandalism. Also, any person involved in the commission or act of committing a victimless offense.

POSSESSION OF A WEAPON - To have on one's person an instrument which can be used to cause physical injury, harm or destruction to another person or property.

PROPERTY DAMAGE - The wanton, deliberate and/or malicious destruction or defacement of school property, rendering it inoperable, unusable, or seriously unsightly, thereby causing an economic loss to the school district.

ROBBERY/EXTORTION - The act of taking another's property, in his/her presence, and by the use of violence or threats.

SCHOOL PROPERTY - Any facilities, materials or grounds owned or leased by the school district.

SEX OFFENSE - Subjecting another to sexual contact or exposure without consent.

THEFT/LARCENY - The unlawful taking of another's property without his/her consent.

TRESPASSING - Unlawful entrance, without permission, onto the property of another.

NJDE 9084 (3/79)

NIS NO. 030004

VIOLENCE, VANDALISM AND DRUG ABUSE INCIDENT REPORT

COUNTY _____

DISTRICT _____

SCHOOL _____

CODE ☐☐ ☐☐☐☐ ☐☐☐
(To be completed by County Superintendent's Office.)

PLEASE COMPLETE EVERY SECTION AND CHECK AS MANY ENTRIES AS APPROPRIATE

SDE USE ONLY

I. Where and When Incident Took Place

A. Location Inside School Facility
1. __ Cafeteria 2. __ Classroom 3. __ Corridor 4. __ Gymnasium 5. __ Lavatory 6. __ Stairwell 7. __ Other location inside school

B. Location Outside School Facility
1. __ On district owned or contracted school bus 2. __ On public conveyance 3. __ On way to or from school (car or walking)
4. __ Outside school but on school grounds 5. __ Outside school but involved with school related activity

C. Time and Date of Incident
1. Approximate Time _____ AM / PM (Circle)
a. __ After school hours b. __ Before school hours c. __ During school hours d. __ Weekend or vacation
2. Date of Incident _____

II. Description and Cost of Vandalism

A. Vandalism Description (check all that apply)
1. __ Glass breakage 2. __ Defacing property 3. __ Destruction of property 4. __ Other (describe) _____

B. Cost of Vandalism (estimate to the best of your ability)
1. __ Under $50 2. __ $50-100 3. __ $100-500 4. __ $500-1,000 5. __ Over $1,000

III. Type of Incident (Check all that apply)

A. Arson
1. __ Attempted 2. __ Committed 3. __ False alarm

B. Assault with a Weapon
1. __ Attempted 2. __ Committed

C. Assault without a Weapon
1. __ Attempted 2. __ Committed

D. Battery
1. __ Fight 2. __ Group conflict (gang fight)

E. Bomb Offense
1. __ Attempted 2. __ Committed 3. __ False alarm

F. Breaking and Entering
1. __ Attempted 2. __ Committed

G. Damage to Property (indicate type of property)
1. __ Motor Vehicle 2. __ Personal 3. __ School

H. Drug Possession (indicate type of drug)
1. __ Alcohol 2. __ Marijuana 3. __ Other (specify below)

I. Drug Sale (indicate type of drug)
1. __ Alcohol 2. __ Marijuana 3. __ Other (specify)

J. Drug Use (indicate type of drug)
1. __ Alcohol 2. __ Marijuana 3. __ Other (specify below)

K. Firework Offense
1. __ Attempted 2. __ Committed 3. __ Possession

L. Possession of a Weapon
1. __ Chain 2. __ Gun 3. __ Knife 4. __ Other (specify below)

M. Robbery/Extortion
1. __ Attempted 2. __ Committed

N. Sex Offense
1. __ Attempted 2. __ Committed

O. Theft/Larceny
1. __ Attempted 2. __ Committed

P. Trespassing
1. __ Onto school property 2. __ Into school facility

Q. Other Crime or Offense (describe)
1. __ Attempted _____
2. __ Committed _____

(In this space, please specify all above categories checked as "other.")

IV. Description of Perpetrator(s) and Victim(s)

A. Position, Sex and Age of Perpetrator(s)
1. __ Staff 2. __ Student 3. __ Other (specify) _____
2. __ Male(s) Age(s) _____
3. __ Female(s) Age(s) _____

B. Position, Sex and Age of Victim(s)
1. __ Staff 2. __ Student 3. __ Other (specify) _____
2. __ Male(s) Age(s) _____
3. __ Female(s) Age(s) _____

V. Physical Injury to Perpetrator(s) and/or Victim(s)

A. Injury to perpetrator(s)
1. __ Yes (describe) _____
2. __ No

B. Injury to Victim(s)
1. __ Yes (describe) _____
2. __ No

VI. Action Taken (check as many as apply)

A. Complaint Filed with Police
1. __ Filed by victim(s) 2. __ Filed by school district

B. School or District Level Action
1. __ Expulsion was recommended 2. __ Suspension 3. __ Perpetrator disciplined by school authority (describe) _____
4. __ Other (describe) _____

C. No Action Taken
1. __ Perpetrator not identified 2. __ Suspect not apprehended

VII. Person Completing this Form (school employee only)

_____ Signature _____ Title _____ Date

Reviewed by Principal

_____ Signature _____ Date

Reviewed by Chief School Administrator

_____ Signature _____ Date

NEW JERSEY STATE DEPARTMENT OF EDUCATION/DIVISION OF OPERATIONS, RESEARCH AND EVALUATION

Respondents copy - Blue Principals copy - Canary Superintendents copy - Pink
County Superintendents copy - Green State Department of Educations copy - White

APPENDIX C

COMMUNITY TYPES AND DISTRICT FACTOR GROUPING

I. Definitions

A. Community Types

1 - Urban Center (UC) - densely populated with extensive development.

2 - Urban-Suburban (US) - near an urban center but not as highly developed, with larger residential areas.

4 - Suburban (S) - predominantly single-family residential within a short distance of an urban area.

5 - Suburban-Rural (SR) - rapidly developing area, but still large tracts of open land available for development.

6 - Rural (R) - scattered small communities and isolated single-family dwellings.

7 - Rural Center (RC) - high density core area with surrounding rural municipalities.

8 - Rural Center Rural (RCR) - small developed core area surrounded by rural areas.

9 - Vocational (V) - primary emphasis on vocational training under a separate educational jurisdiction.

0 - Regional District (R) - an educational jurisdiction established to service several surrounding communities.

B. District Factor Groupings

Data from the 1970 United States Census Survey were used to develop the District Factor Groupings (DFG) for the Phase II interpretations. These groupings replace the four geographical quadrants which were used in reporting the results for 1972 and 1973.

To obtain a measure of the socioeconomic background of the school districts in New Jersey, a factor analysis was performed on a series of 1970 census variables known to contribute to a district's socioeconomic background status.

Factor analysis is a statistical method by which the pattern of relationships between a set of variables may be analyzed to determine a small number of independent, underlying dimensions (or factors) to account for the observed relationships among a set of variables.

The type of factor analysis used for this study was an iterative principle component analysis with a varimax rotation.

There were eight variables, which measure the many facets of socioeconomic status, used in the factor analysis. The following variables were used to determine a district's socioeconomic status:

1. Education - The education level of males and females 25 years and older.

A.	number school years completed (including nursery and kindergarten)	(1)
B.	1-4 years elementary	(2)
C.	5-6 years elementary	(3)
D.	7 years elementary	(4)
E.	8 years elementary	(5)
F.	1-3 years high school	(6)
G.	4 years high school	(7)
H.	1-3 years college	(8)
I.	4 years college	(9)
J.	5 or more years college	(10)

2. Occupation - The National Opinion Research Center (NORC) in 1947 undertook a study to determine the prestige with which occupations were viewed. In 1961, A.J. Reiss (Occupation and Social Status; Free Press. 1961) up-dated the NORC work. The major occupations were determined by averaging the prestige rankings of the occupations comprising each category. The categories (ranked from high to low) were as follows:

A.	Old and New Professionals	(11)
B.	Managers, Officials, and Proprietors	(10)
C.	Quasi-professionals	(9)
D.	Craftsman, Foreman, and Kindred Workers	(8)
E.	Clerical and Kindred Workers	(7)
F.	Sales Workers	(6)
G.	Protective Services Workers	(5)
H.	Operatives and Kindred Workers	(4)
I.	Farm Workers	(3)
J.	Service Workers (except private and protective)	(2)
K.	Laborers	(1)

3. Mobility - Percent of persons living in the same housing unit for at least the past ten years.

4. Density - Number of people per housing unit.

5. Urbanization - Percent urban population of the district.

6. Income - Average family income.

7. Unemployment - Percent of experienced unemployed males and females sixteen years and older.

8. Poverty - Percent of families below the poverty level.

The factor analysis determined two significant factors or dimensions of the 8 variables. Based on the interpretation of the significant factors, the first factor was determined to be a factor measuring socioeconomic status.

Based on the socioeconomic factor, a factor score was generated for each of the school districts included in the analysis. The districts were then ranked according to their factor score and cut-points were established to divide the districts into ten District Factor Groups. The cut-points were determined so that all District Factor Groups would be comprised of approximately the same number of school districts.

The ten District Factor Groups were labeled from "A" to "J" with "J" containing those districts with the highest factor scores.

No school district census information was available for school districts with a student enrollment of less than 300; therefore, these school districts were excluded from the analysis. These school districts were placed in a District Factor Group called "Z". Vocational-Technical schools were placed in a separate category called "V".

The relative importance of the eight variables in the composition of the factor is:

Educational Background of the District	27.82%
Occupational Background of the District	24.17
Per Capita Income of the District	19.26
Percent Poverty Level	13.32
Unemployment Rate	10.38
Population Density	4.19
Degree of Urbanization	0.83
Population Mobility	0.03